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ABSTRACT

This study was conducted to address the question of how teacher written comments affected students from elementary school to college and to see if there were any differences within and between these groups. Twelve students, five male and seven female, from elementary, high school, and college (including some education majors), were the subjects of the study. Ages of the subjects ranged from 9-48. Information was gathered on teacher use of written response and whether responses were being read by the students and for what reasons. Results indicated that all students received and read teacher written responses to their work. Approximately 66% of the elementary and high school students read the responses to see what they did wrong and those remaining read to see what they had done correctly. Thirty-three percent of the college education majors read the remarks to see what they had done wrong and right, 33% read them to understand their grade, and those remaining read the remarks to better their performance in the future. All the undeclared majors read the remarks to see how the teacher felt about their work. All the groups seemed to be concerned with how the teacher felt about their work and how the comments could help them. There were differences between and within the groups on what they felt were the reasons for the teacher using written response. (Three tables and nine figures of data are included--one table is the written response questionnaire.) (MG)

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Thoughts From Students of Language Arts at the Elementary, High School, and College Level on Teacher Written Comments

Number 048A

For:

Southwest Educational Research Association's 1990 Annual Meeting

By: Donna J. Corley

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REVIEW OF THE LITERATURE

At the heart of the instructional process lies the two-way street of communication between the teacher and the student. Whether that communication is verbal, nonverbal, or written; it is vitally important. It can mean the difference between learning and not learning, and possibly most important it can affect the desire to learn. One of the areas most frequently traveled in teacher-student communication is that of evaluation of the student's work. Much of this is done through written comments on the student's work itself. The main question that this raises is, "How do students at the elementary, high school and college levels feel about teacher written responses to their work?"

This abbreviated search of the literature uncovered several topics of concern about written teacher comments: change of focus from spoken communication to written communication; why and how we use written comments in general; what constitutes effective written comments; canned, positive, negative and no comments at all; and students' overall reactions to written comments on their work.

Robertson (1986) vividly points to the discrepancy in written versus verbal feedback by describing how it would sound to be corrected while speaking in the same manner as one is corrected after having written. It is very plain to see where the focus lies in evaluating written forms as opposed to verbal forms of communication. When one speaks, the listener is attentive to the underlying meaning. When one writes, the attention seems to readjust to the vehicle that the meaning has been transported by, the writing itself, rather than the meaning itself. It seems analogous to being more concerned over how a loved one arrived than the fact that the loved one arrived, sort of like embracing the airplane instead of the expected passenger. If the vehicle is not carrying the meaning, attention would certainly be warranted, however priorities should be set.

It is considered impolite to correct another person's speech for minor errors when meaning is being conveyed least the speaker becomes discouraged and stops, or gets angry and punches the corrector in the nose! However, it seems in the school setting that once something is written and in some cases even stated verbally, that it is no longer impolite, but necessary to set a good example. The question seems to be, "Is the example worth the possible discouragement or anger?" The answer will reside in individual context and we cannot know that until we listen. Robertson (1986) said it so well when he stated, "Before we draw on our years of academic training to tell a student how to revise, we need to rely on our common human experience to let a student know, `I'm listening.' "

Why and how are written comments used? Freedman (1987) cites past research that gives teachers the guideline that comments made on students' papers should be made not to justify a grade, but to help the work be better. She goes on to say that students give up ownership if they begin to write only to please others. The why in using written comments is to help, the how is found in helping the students to become independent and write for themselves. The teacher begins by helping them find out what they wanted to say by letting them know how they, the teacher, received it, (Danis, 1987), the beginning of effective written comments.

What a teacher reads does not entirely determine the response, but everything that person brings in way of life experiences and how they are personally feeling at the time does. (Griffin, 1982). In order to effectively communicate how they the teacher received the work, recognition of these personal factors and the ability to be relevant to the student's work is necessary. One teacher (Danis, 1987) writes about a technique that she uses in that she approaches teacher comments on student papers as a conversation with those students. It is easy to forget the other person, to remember that it is a two-way street, an interchange when words are being read instead of verbally exchanged. Danis (1987) advocates teachers doing what they tell the students to do -- picture their audience. Miller (1985) states that effective comments have four parts: (1) they are facilitative and not evaluative, (2) they carry expectations of more than one draft, (3) they are specific for that piece of work and encourage problem solving, and (4) they address priorities. She points out that there is a tendency in written comments to supply for the student which can cause over dependencies. She also suggests comments are not being made as to specific weaknesses and strengths. Canned comments or nonspecific comments can be harmful to a student's trust of the learning feedback cycle. Miller feels priorities are very important to teacher comments. To show the student what is important in a sequence allows for more success and less frustration. Instead of seeing the total work covered with overwhelming corrections, the work is broken down into small chunks according to importance. This allows for more success and less misunderstanding overall.

A study conducted by Siegel (1982) of fifteen college composition teachers, seven outside of the English department and eight inside the English department, revealed that the personal approach was the most effective in teacher comments. Siegel even suggested that these comments inquire, tell the student when the teacher disagrees or is confused, and even joke, making the comments more akin to verbal communication.

Hillocks (1982) cited three research studies on teacher comments. One of these was a study conducted by Thomas C. Gee on 300 high school students. Three teacher evaluative comments were explored. Students who received praise performed better in subsequent writing, showed more patience, and had better attitudes toward writing than those students who received no comments at all or negative comments. Hillocks also cited the research of Taylor and Hoedt on the effects of positive and negative comments on fourth graders. They found no differences in the quality of their writing, but found significant differences in behaviors and attitudes. Hillocks reported on The Burton and Arnold study of high school students. They looked at the effects of teacher comment in relation to writing once a week versus three times a semester and the effects of marking everything with detailed comment versus occasional grading of related skills they were studying in class. No significant differences were found.

Hillocks concludes from these studies that "comments on student papers make little or no difference." He feels that this is influenced by the lack of specific objectives, lack of pre-writing experiences, and comments that are not based on "...specific instructional objectives and content..." In his experiment with eighth graders, he builds these factors in and concludes that prewriting activities are powerful as a change agent. He even suggests that these activities bring about more change than do lengthy teacher comments. He explains that the activities give the comments more meaning, otherwise, the comments may appear to be critical. He concludes that long comments are a little better than short comments and only when they relate to what has been going on in the classroom. Hillocks (1982) comments that this factor for mature learners should be determined by further research. If a teacher has to choose between time for planning for relevant classroom experiences and commenting, He feels that they should use the time planning for activities.

On the other hand, Page (1958) conducted a study in 74 high school classrooms on the effects of no comment, canned comments, and personal specific comments. His conclusion was that those who received personal specific comments showed the greatest improvement over those who received no comments.

What do the students have to say? Griffin (1982) reports on a study of college writing students in a basic English class conducted by Lynch and Klemans. They found that most students did read and make use of teacher comments. Comments that were identified as the most helpful were those that explained why. Comments on customary errors of spelling and grammar were not found to be very helpful by the students. As might be expected, the students would rather the teacher be positive than ridicule.

Freedman (1987) conducted a national survey on questions of how successful writing teachers respond to their students' work and how these students understand and receive the comments. The results showed that the teachers focused on response during the writing process and felt this was most important while the students felt written comments on the finished products were most helpful and important. The implications of this contrast in emphasis seems to be that students need to view writing personally and not as a vehicle to get them somewhere with the teacher.

Sperling and Freedman (1987) comment on Hahn's 1981 statement that students feel teacher comments stem from teacher misreadings of student writing and not that they had confused writing. Students sometimes see in a teacher's comment, "I want to talk to you about your paper," as a time to translate their handwriting for the teacher. Sperling and Freedman refer to Vygotsky's theory on students' learning and developing through social negotiation and matching of their information, skills, and values with the teacher's. In Sperling and Freedman's case study of a ninth-grade English class, it was found that between 14% and 27% of that particular teacher's comments on the student's work was not referred to directly in class. The teacher's comments could not be utilized effectively because support was not present in the classroom instruction. In these cases, the student under study would not go beyond specific, obvious directions. This proved the student to be a good direction follower, but without the necessary information network, the student failed to go past the specific directions. The student also accepted the writing values of her teacher even to the point of his writing values superseding hers at anytime. This points to the necessity for the student and teacher to interact and match information, skills, and values and carry that through in writing and reading comments. Sperling and Freedman point out that merely following directions or accepting the teacher at face value does not mean that the interaction between information, skills and values is taking place. A student must develop their own sense of judgment about their work.

Some of these studies suggest that students and teachers have different agendas and approaches to learning. As was pointed out earlier, effective interaction must take place before progress can be made in making teacher evaluative written comments effective. The place to start is with a major part of that process, the student. Only one of these studies actually asked the students how they felt about teacher comments. None of these studies addressed how the student felt about how these comments were conveyed. None of these studies asked elementary students about any of these issuses. A study needs to be done with elementary students asking them how they are affected by written teacher comments and even perhaps how those comments are conveyed. This study was done not only to address the main question of how teacher written comments affected students from elementary up to but not including the graduate level in college, but also to see if there were any differences within and between these groups.

METHODOLOGY AND DATA COLLECTION

How are elementary, high school, and college students affected by teacher written response? One way to find out if the students are hearing what the teacher is saying to them and vice versa, is to just ask the students. There were twelve subjects, five male and seven female; three in elementary school, grades 3, 4, and 8; three in high school, tenth and twelfth grades; and six college students, three education majors, and three nondeclared majors. Their ages ranged from nine to forty-eight. All subjects were residents of southeast Texas. This study collected data by using an interview of each subject after they filled out a questionnaire consisting of nine questions. The questionnaire used is shown on Table 1. A comparison was done within and between groups by simply tallying the responses to the questions which provided the information that was used to construct graphs to not only see how each academic level feels together as a group, but also as individuals, and in comparison to the other groups. A statistical analysis was performed on one of the questions to check for any significance in group membership and opinion on the color of the teacher responses. The Chi-Square Test of Association was chosen as the test statistic because it was deemed desirable to determine whether the groups differed in attitude toward some question in a given state. The level of significance was set at .05.

RESULTS AND CONCLUSIONS

The main question in this study deals with how the student views teacher written response. This was handled in two ways. First background information was gathered. This included data on teacher use of written response, if these responses were being read by the students and for what reasons. Secondly, information was gathered to check on how students were interpreting those responses. It was established that all students received and read teacher written response to their work. The elementary and high school groups agreed on why they read these remarks, while the college groups differed. Approximately sixty-six percent of each of the elementary and high school groups read the responses to see what they did wrong and the remaining percent read to see what they had done correctly. Thirty-three percent of the education majors read the remarks to see what they had done wrong and right, thirty-three percent read them to understand their grade and the remaining percent read the remarks to better their performance in the future. All of the nondeclared majors read the remarks to see how the teacher felt about their work. There seems to be a simplistic view of teacher written response for the elementary and high school groups. All the groups seemed to be concerned with how the teacher felt about their work which is helping them to see if what they intended is indeed so, (Danis, 1987). However, the key is that how the teacher received it is only a small part of the overall process and not an end unto itself. pointing to a dependency in the learning situation. This could imply that the use of teacher written response needs to be handled as though it were a precription drug, just the right amount at the right time will get the desired results, whereas, the wrong amount of the wrong kind at the wrong time could cause dependency, damage, or death. Being concerned with only what one does wrong could indicate a negative emphasis and short term goals such as grades. Being concerned with what one does correctly could indicate long term goals such as repeating what was correct on future tasks, however, this study did not ask why they wanted to know what they did wrong or right so statements of this nature can only be alluded to from these responses.

Interpreting teacher written responses began with a question on how they viewed the color that was used to write the responses. Approximately sixty-seven percent of the four groups felt the color was important. Of this group that felt that color was important, red was named as the least desired color. Teachers using the same color to write in that the students were using was often referred to as undesirable. Sixty-seven percent of the elementary students did not feel that the color of the responses mattered. Thirty-three percent of each of the college groups did not care about the color. All of the high school students cared about the color of the teacher written responses. Color seemed to be important according to how it might make one feel about their work personally and publically. For those that felt color was important, responses were judged before they were even read by the color. Using the Chi-Square Test of Association, it was determined that the null hypothesis is rejected at .05 level, and it is concluded that there is some association between whether the color of the teacher written comments matter and the school group to which one belongs. Computation can be found in Table 3.

There were differences between and within the groups on what they felt were the reasons for the teacher using written response. Sixty-seven percent of the elementary group felt the the teacher wrote responses in order to talk to them privately and the remaining percent felt it was a way to tell them what they did that was good. Thirty-three percent of the high school group felt responses were written to teach, thirty-three precent felt it was a way of telling what was done incorreclty, and the remaining percent saw teacher written response as help for future tasks. This is one of the desired guidelines for teacher response found in past research and cited by Freedman (1987). Thirty-three percent of the education majors viewed teacher written response as a way for the teacher to convey to the student how they felt about their work. Thirty-three percent felt the responses were to point out strenghts and weaknesses. This seems to contradict Miller (1985) who suggests that comments are not being made for those purposes. The remaining thirty-three percent saw the responses as justification of the grade given. Sixty-seven percent of the nondeclared majors feel the written teacher response was a way of helping the teacher and the student. The remaining percent felt it was used to help the student only. These students seem to view why the teacher makes responses in a more positive way than they view why they read them. This implies that there is a gap between how the students wish to be responded to and what they feel they are actually receiving. Perhaps this relates back to Hahn's idea (Sperling and Freedman 1987) that the student views teacher comments stemming from misreadings of what the student has to say and not that the student is using confused writing.

None of the elementary or high school students disagreed with teacher written responses. Sixty-seven percent of each of the college groups did at times disagree with their teacher's responses. They all stated that it was a matter of their opinion over the teacher's. The reasons given for agreeing with the teacher's response varied from, they are usually right, the teacher knows more, they are the expert, to they will not change the grade, so I do not try to fight it. This seems to be indiciative of the way our society operates in that the sense of obligation to conform to adult standards and obey adult rules diminishes as one turns into an adult and begins to set standards and rules for themselves.

The subjects were asked to state their teacher written comments that have encouraged them. Fifty percent of the subjects (all of the elementary group, sixty-seven percent of the high school group and thirty-three percent of the nondeclared majors) reported the use of "good". Other comments reported were, good idea, good point, impressive, very well written, good organization, and nice work. It was surprising to find that just a simple word like, "good" was reported by the majority. The positive side being that it just takes a simple word to encourage or the negative side being the word "good" is being overused.

The subjects were also asked to state those comments that discouraged them. These kinds of responses varied within and between groups. Sixty-seven percent of the elementary students reported being discouraged by the the comment, "try harder", the remaining percent gave the comment, "messy writing". The high school students reported comments like, "you can't do it", "you made a mistake", and "wrong" as being discouraging. Sixty-seven percent of the education majors found the comment, "this is too vague" as discouraging. The nondeclared majors were discouraged by, "wrong", "you messed up", and "I don't like this". Most of these comments were very harsh and it is understandable why they would not be desired. They seem to emphasize what the student did not do or insinuating what they could not do rather than redirection or encouragement to do better. These remarks tend to reinforce the student viewing his success or failure through ability that cannot be controlled rather than effort which can be controlled. Remembering Gee's research at this point reminds us that praise pays dividends in later work.

The subjects were asked whether they found their teacher written responses provided too little information or too much information. Seventy-five percent of all the subjects stated that their teacher's written response to their work contained too little information. Thirty-three percent of the elementary

subjects felt the responses provided too much information along with thirty-three percent of the nondeclared majors. All students who felt their teacher did not provide enough information in their responses complained that they were just told what was wrong and not why or given suggestions on how to remediate. This seems to substansate Griffin's (1982) findings that comments found most helpful were those that explained why.

To conclude the study, the subjects were asked to comment to their teachers on their work as responders. These could be seen as helpful suggestions from the students to the teachers. Some of those remarks were as follows: Dear Teacher, (1) Don't be overly critical, (2) Don't just count it wrong, tell me why it is wrong, (3) Sit down with me and help me to understand. I don't want you to do it for me, I just want you to explain so that I can do it, (4) Don't just make corrections, make suggestions. This was brought out in Miller's study (1985). The tendancy to supply too much or the wrong kind of information which causes overdependency. Using teacher written responses could be compared to using prescription drugs, using just the right amount of the right kind at the right time can achieve the desired results. However, using the wrong amount of the wrong kind at the wrong time could cause dependency or damage. (5) please don't be negative, (6) Tell me what I did right, (7) Be neat so that I can read it, and (8) Keep your comments simple so that I can understand them and not be overwhelmed. This was brought out in Miller's work (1985). It is important to remember what Danis (1987) has advocated, that teachers should practice what they preach.

Implications for further research include investigating the affect on teachers' written responses and students' viewpoint of those responses if the reason why the teacher makes the responses and the reason why the students read the responses were the same. Another implication for research was suggested in Sperling and Freedman's (1987) work. They talked about the lack of support in teaching for the written comments made on the actual work. It would be interesting to see how learning is affected if written comments were directly referred to in teaching. A study could be done on why students read comments to find out what was wrong or right. Research needs to be done on using what the students say they need in written comments and seeing if there is then a significant difference in performance on some task. Perhaps if the teachers were asked why they make written responses, a comparison could be made and agendas compared and if apart brought closer together.

The answer to the question, "How do students view teacher written response?" can only be touched upon by this small scale study. The answer lies somewhere between what the student expects and how they view what they actually receive. This study has shown support for most of the literature reviewed in that we know that students desire personal, positive feedback. This study has also contradicted some research that says comments are not being made that point out specific strengths and weaknesses. The implications this study has on language arts is one of challenge, for in language arts written communication is used extensively. If we who teach communication cannot communicate effectively to meet the needs of our students, then how can we expect our students to do the same. As Plato once said, "What we nurture we get."

TABLE 1 TEACHER WRITTEN RESPONSE QUESTIONNAIRE

Age: Gender: Grade:

1. Does your teacher make written comments on your papers?

   YES NO

2. Does the color of the written comments matter?

   YES NO

3. Do you read the teacher's written comments on your paper?

   YES NO

   Why or Why not?

4. Why do you think the teacher responds with written comments on your paper?

5. Do you agree or disagree with your teacher's written comments?
   Why or why not?

6. What are some teacher written comments that have encouraged you? Why?

7. What are some teacher written comments that have discouraged you? Why?

8. Do you feel your teacher's written comments provide too much information or too little information? Why?

9. If you could comment to your teacher on their work as a responder, what would you say? Dear Teacher,

TABLE 2 RESULTS

This table summarizes the responses of the subjects to the questions included in Table 1. These same results are presented graphically as Figures 1-9.

1. Does your teacher make written comments on your papers?

   All 12 subjects replied yes

2. Does the color of the written comments matter?

	NO	YES
Elementary:	2	1
High School:	0	3
College, Ed. Majors	1	2
College, Nonde. Majors	1	2
TOTALS	4	8

3. Do you read the teacher's written comments on your paper?

   All subjects responded yes

   Why or why not?

	El.	H.S.	Ed.Maj.	Non De.M.
TO KNOW WHAT I AM DOING WRONG	2	2	0	0
TO KNOW WHAT I AM DOING RIGHT	1	1	0	0
WHAT I AM DOING RIGHT & WRONG	0	0	1	0
UNDERSTAND THE GRADE	0	0	1	0
TO SEE HOW TEACHER FELT	0	0	0	3
USE IN THE FUTURE	0	0	1	0

4. Why do you think the teacher responds with written comments on your work?

	El.	H.S.	Ed.Maj.	Non De.M.
TO TALK TO YOU PRIVATELY	2	0	0	0
TO TELL YOU ABOUT THE GOOD	1	0	0	0
TO TEACH	0	1	0	0
TO TELL YOU ABOUT THE WRONG	0	1	0	0
STUDENT USE IN THE FUTURE	0	1	0	0
EXPLAIN HOW SHE/HE FEELS	0	0	1	0
TO NAME STRENGTHS & WEAKNESSES	0	0	1	0
HELP YOU UNDERSTAND THE GRADE	0	0	1	0
TO HELP THE STUDENT	0	0	0	1
TO HELP THEM AND THE STUDENT	0	0	0	2

5. Why do you agree or disagree with your teacher's written comments?

	El.	H.S.	Ed.Maj.	Non De.M.
<u>Reasons Agree</u>				
USUALLY RIGHT	3	0	0	1
TEACHER IS THE EXPERT	0	2	0	0
WON'T CHANGE GRADE, SO DON'T FIGHT IT	0	1	0	0
TEACHER KNOWS MORE	0	0	1	0
<u>Reasons Disagree</u>				
IT IS THE TEACHER'S OPINION OVER MINE	0	0	2	2

6. What are some teacher written comments that have encouraged you?

	El.	H.S.	Ed.Maj.	Non De.M.
GOOD	3	2	0	1
GOOD IDEA	0	0	1	0
GOOD POINT	0	0	1	0
IMPRESSIVE	0	1	0	0
VERY WELL WRITTEN	0	0	0	1
GOOD ORGANIZATION	0	0	1	0
NICE WORK	0	0	0	1

7. What are some teacher written comments that have discouraged you?

	El.	H.S.	Ed.Maj.	Non De.M.
MESSY WRITING	1	0	0	0
TRY HARDER	2	0	0	0
YOU CAN'T DO IT	0	1	0	0
YOU MADE A MISTAKE	0	1	0	0
WRONG	0	1	1	1
THIS IS TOO VAGUE	0	0	2	0
YOU MESSED UP	0	0	0	1
I DON'T LIKE THIS	0	0	0	1

8. Do you feel your teacher's written comments provide too much information or too little information?

	El.	H.S.	Ed.Maj.	Non De.M.
TOO MUCH INFORMATION	1	0	0	1
TOO LITTLE INFORMATION	1	3	3	2
JUST RIGHT	1	0	0	0

9. If you could comment to your teacher on their work as responders, what would you say? Dear Teacher,

	El.	H.S.	Ed.Maj.	Non De.M.
SAME AS MY TEACHER DOES NOW	1	0	0	0
WRITE GOOD ON IT	2	0	0	0
DON'T BE OVERLY CRITICAL	0	1	0	0
EXPLAIN WHY	0	1	0	0
SIT DOWN WITH STUDENT	0	1	0	0
CORRECTIONS AND SUGGESTIONS	0	0	1	0
NEVER BE NEGATIVE	0	0	1	0
POINT TO GOOD PARTS	0	0	1	0
USE CONTRASTING COLOR	0	0	0	1
BE NEAT	0	0	0	1
KEEP COMMENTS SIMPLE	0	0	0	1

TABLE 3 Attitudes Toward Color of Teacher Written Responses

		Groups				
		Elementary	Hi. School	Ed.M.	N.M.	Row Total
Does Color Matter?	YES	n=1 p=.33	n=3 p=1	n=2 p=.67	n=2 p=.67	n=8 p=.67
	NO	n=2 p=.67	n=0 p=0	n=1 p=.33	n=1 p=.33	n=4 p=.33
		n.1=3	n.2=3	n.3=3	n.4=3	12=n..

X_o^2 15.05 > X^2 at .05 7.82

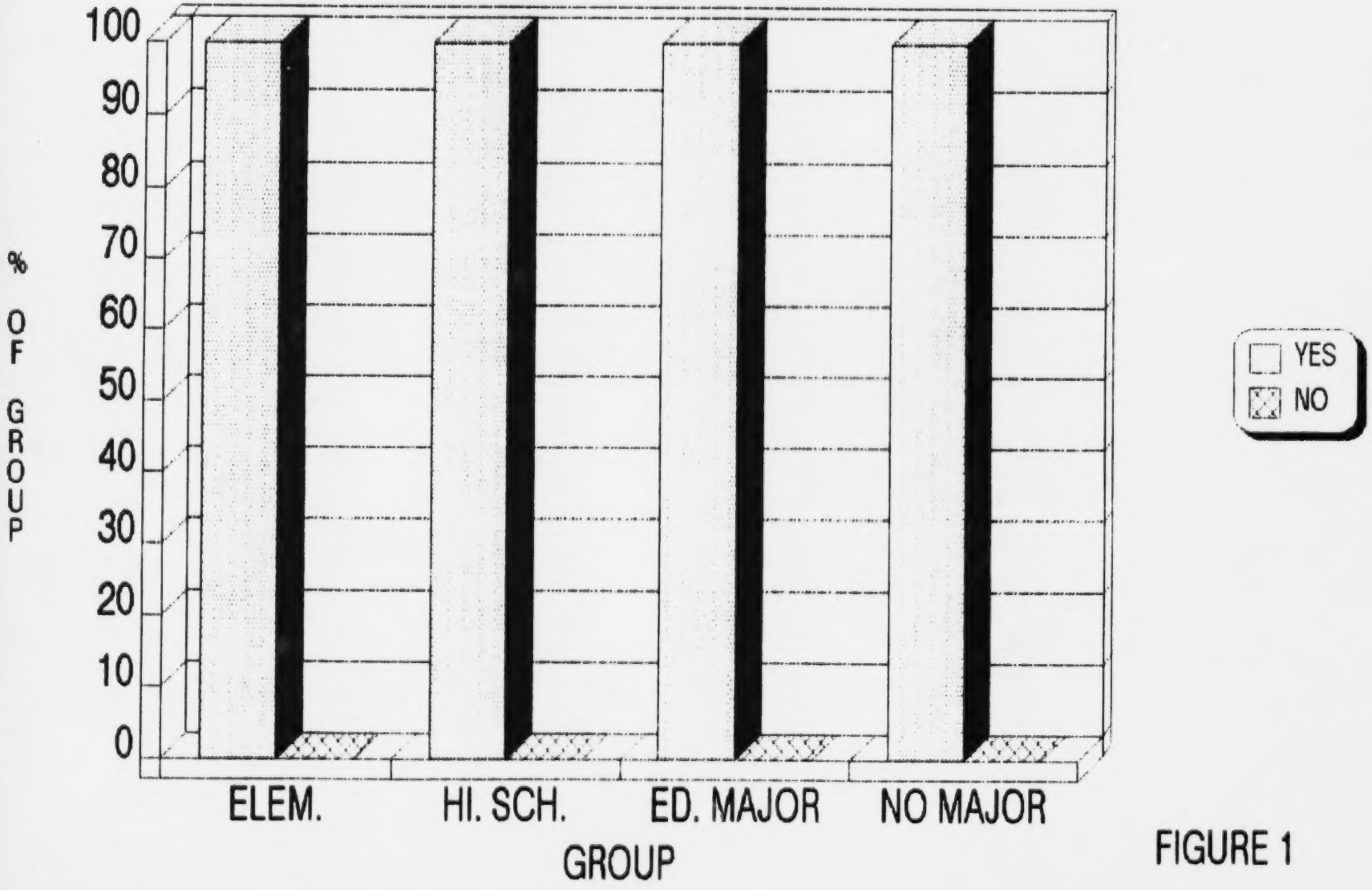
DO YOUR TEACHERS MAKE WRITTEN COMMENTS ON YOUR PAPERS?
100
90
80
70
60
50
40
30
20
10
0
% OF GROUP
ELEM.
HI. SCH.
ED. MAJOR
NO MAJOR
GROUP
YES
NO

FIGURE 1

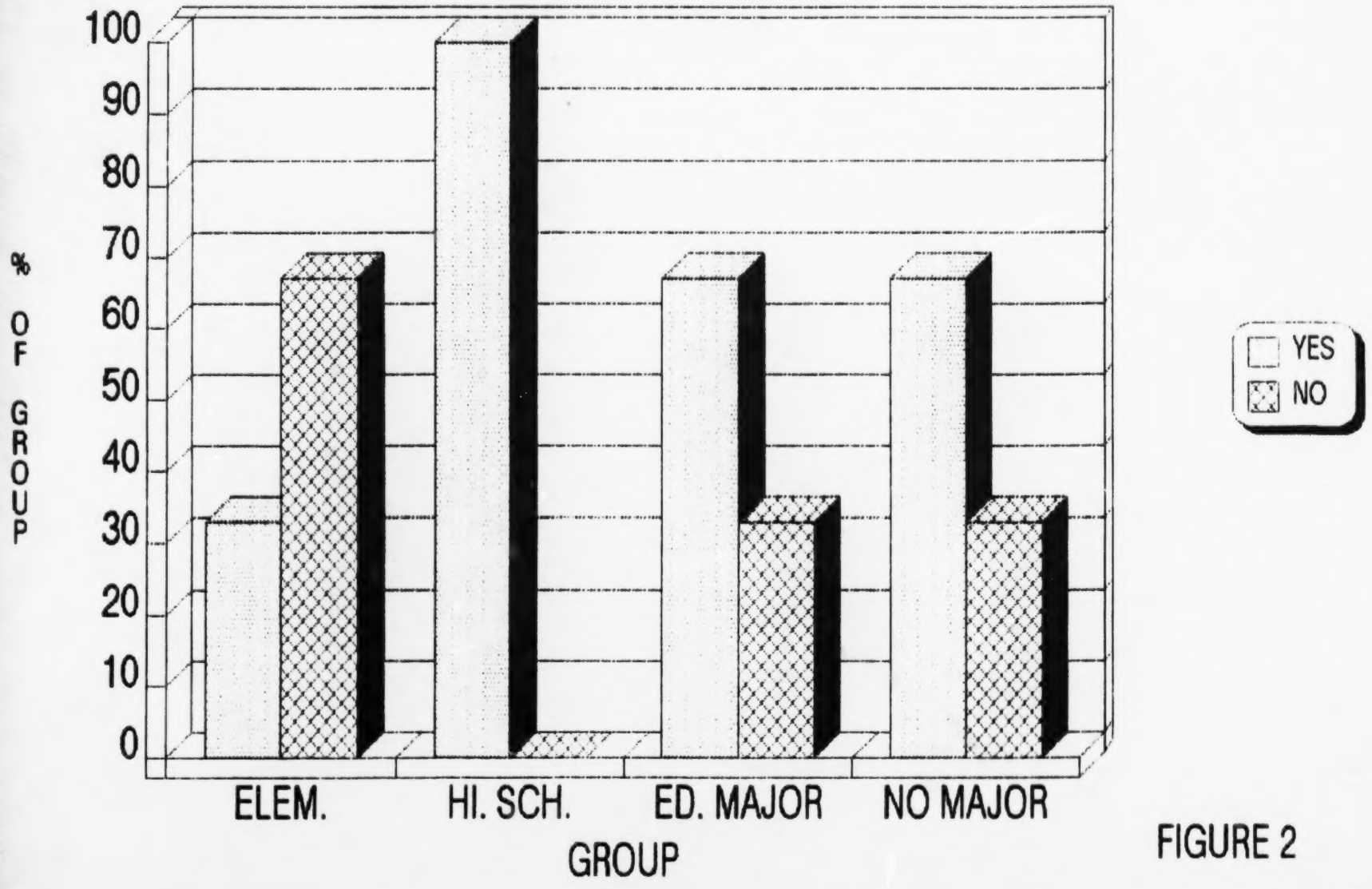
DOES THE COLOR OF THE
WRITTEN COMMENTS MATTER?
100
90
80
70
60
50
40
30
20
10
0
% OF GROUP
ELEM.
HI. SCH.
ED. MAJOR
NO MAJOR
GROUP
YES
NO

FIGURE 2

WHY DO STUDENTS READ TEACHERS' WRITTEN RESPONSES?

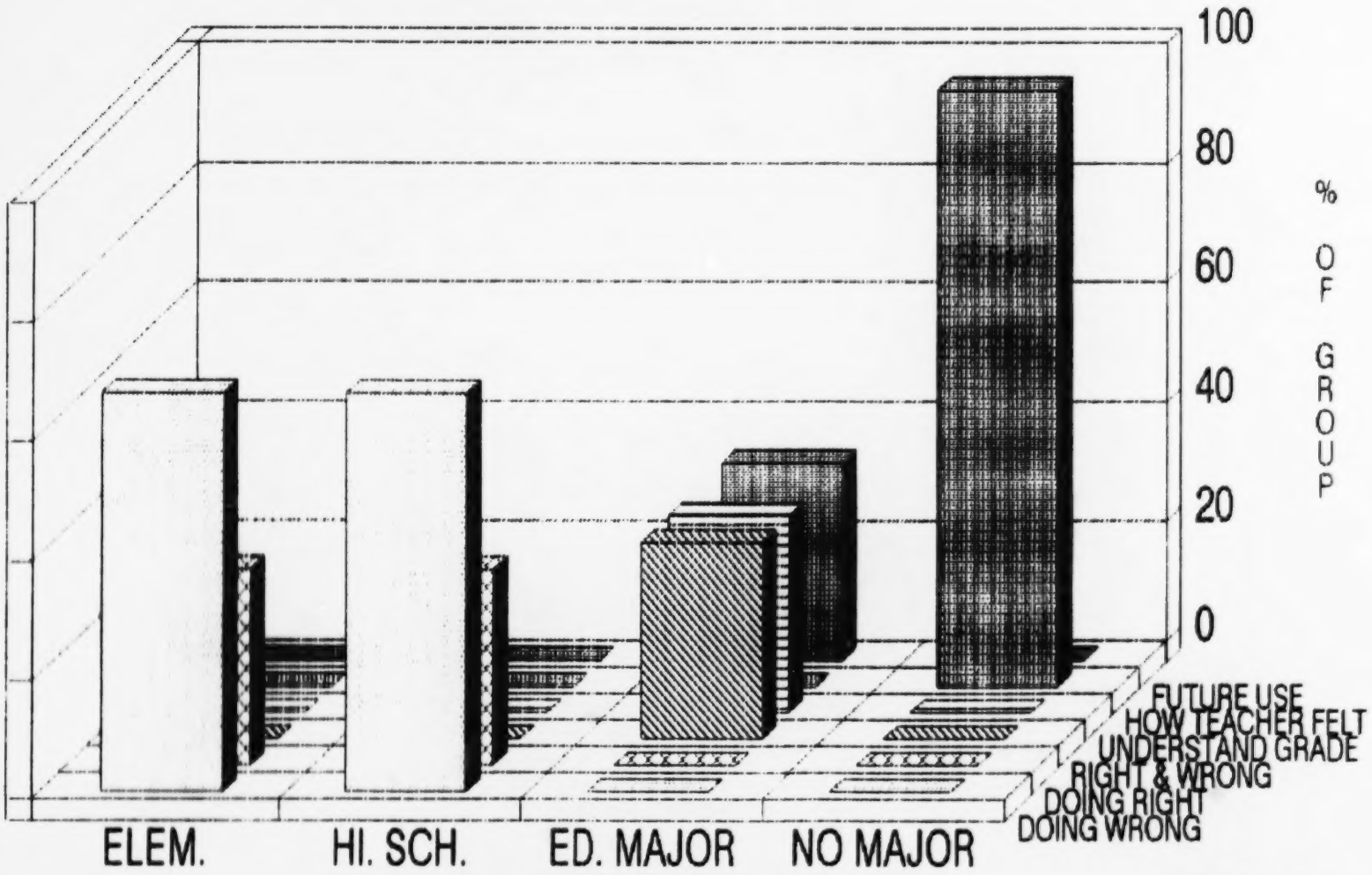

FIGURE 3

WHY DO YOU THINK THE TEACHER RESPONDS WITH WRITTEN COMMENTS ON YOUR WORK?

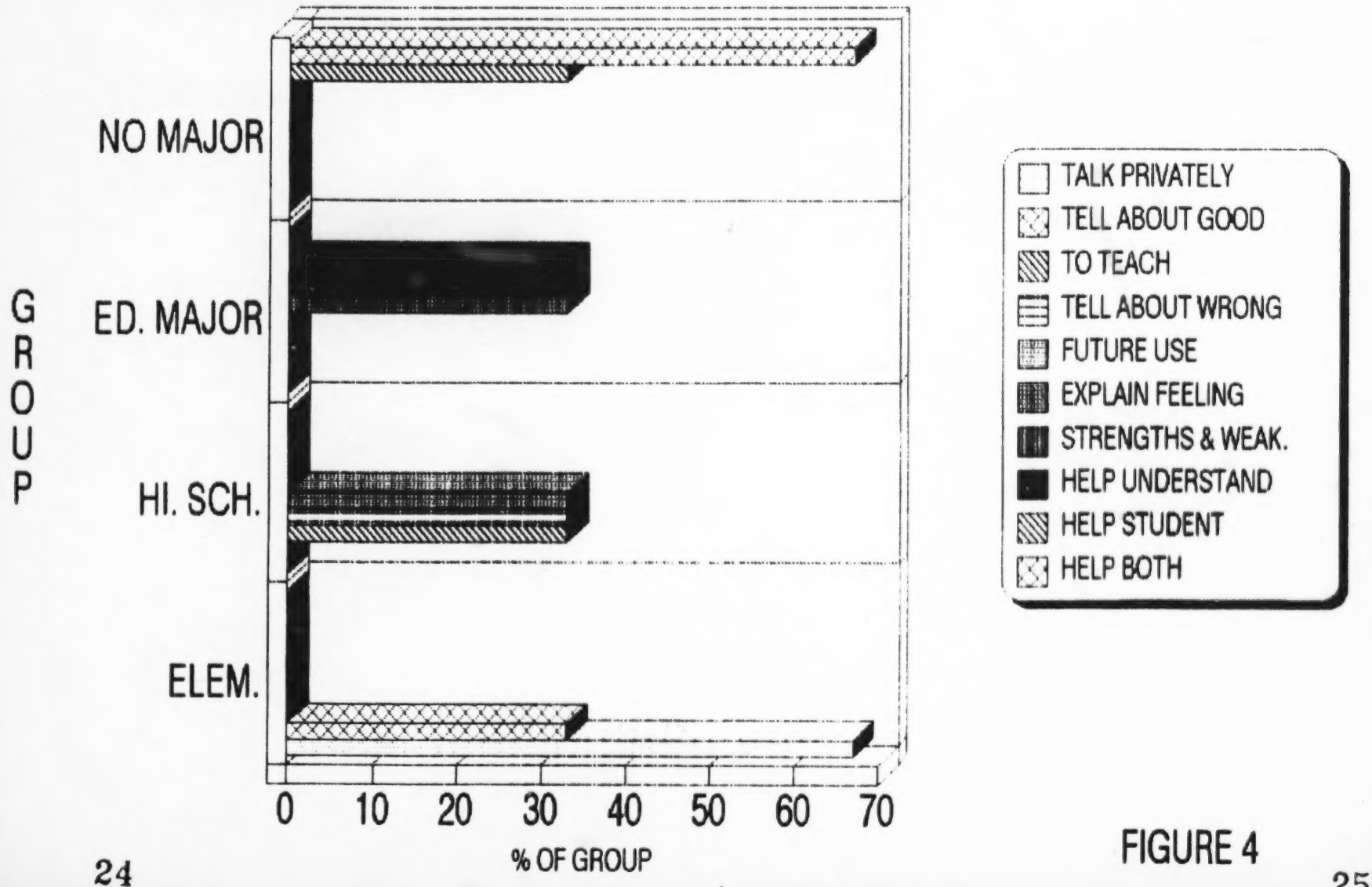

FIGURE 4

WHY DO YOU AGREE OR DISAGREE WITH TEACHERS' WRITTEN COMMENTS?

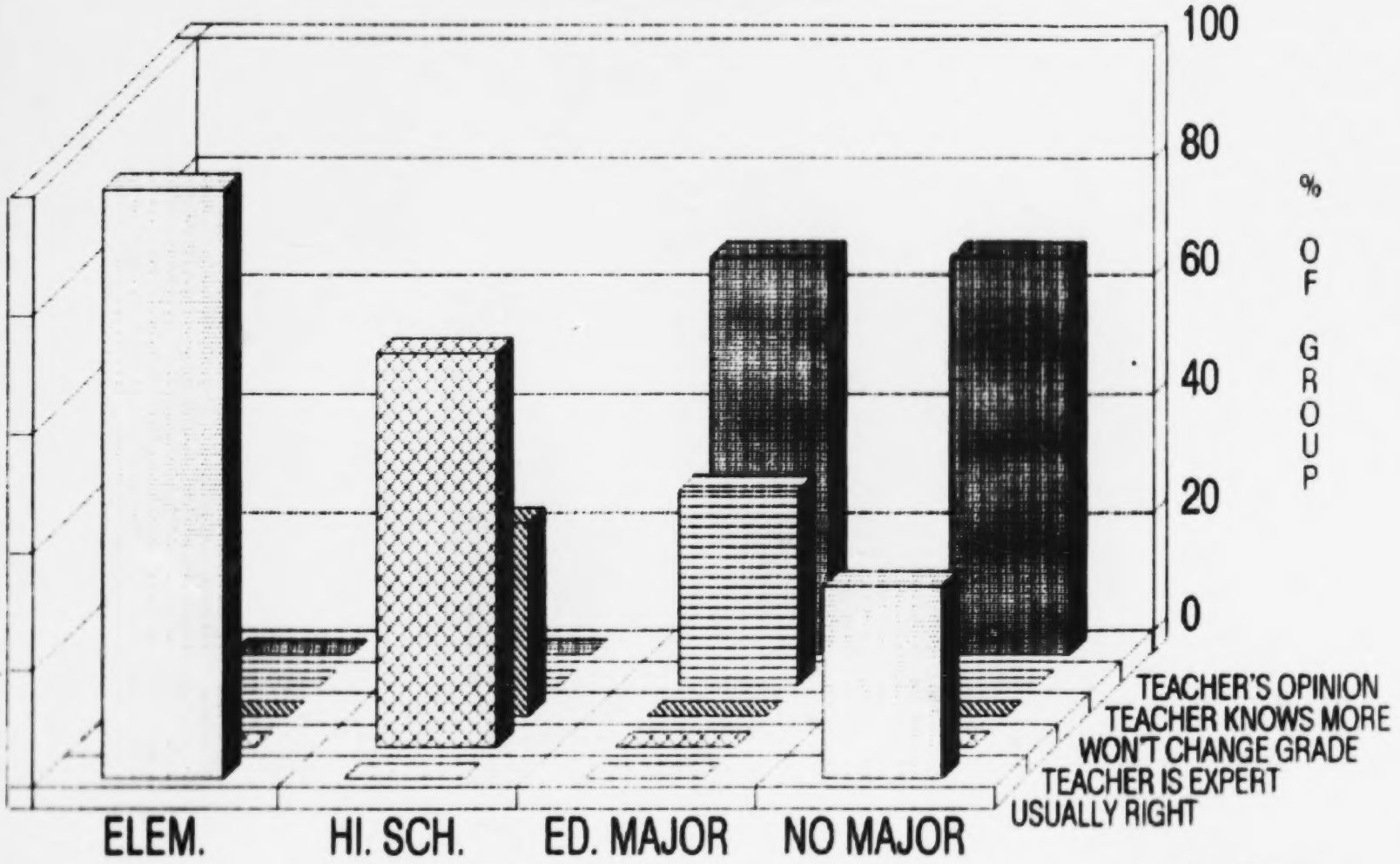

FIGURE 5

WHAT ARE SOME TEACHER WRITTEN COMMENTS THAT HAVE ENCOURAGED YOU?

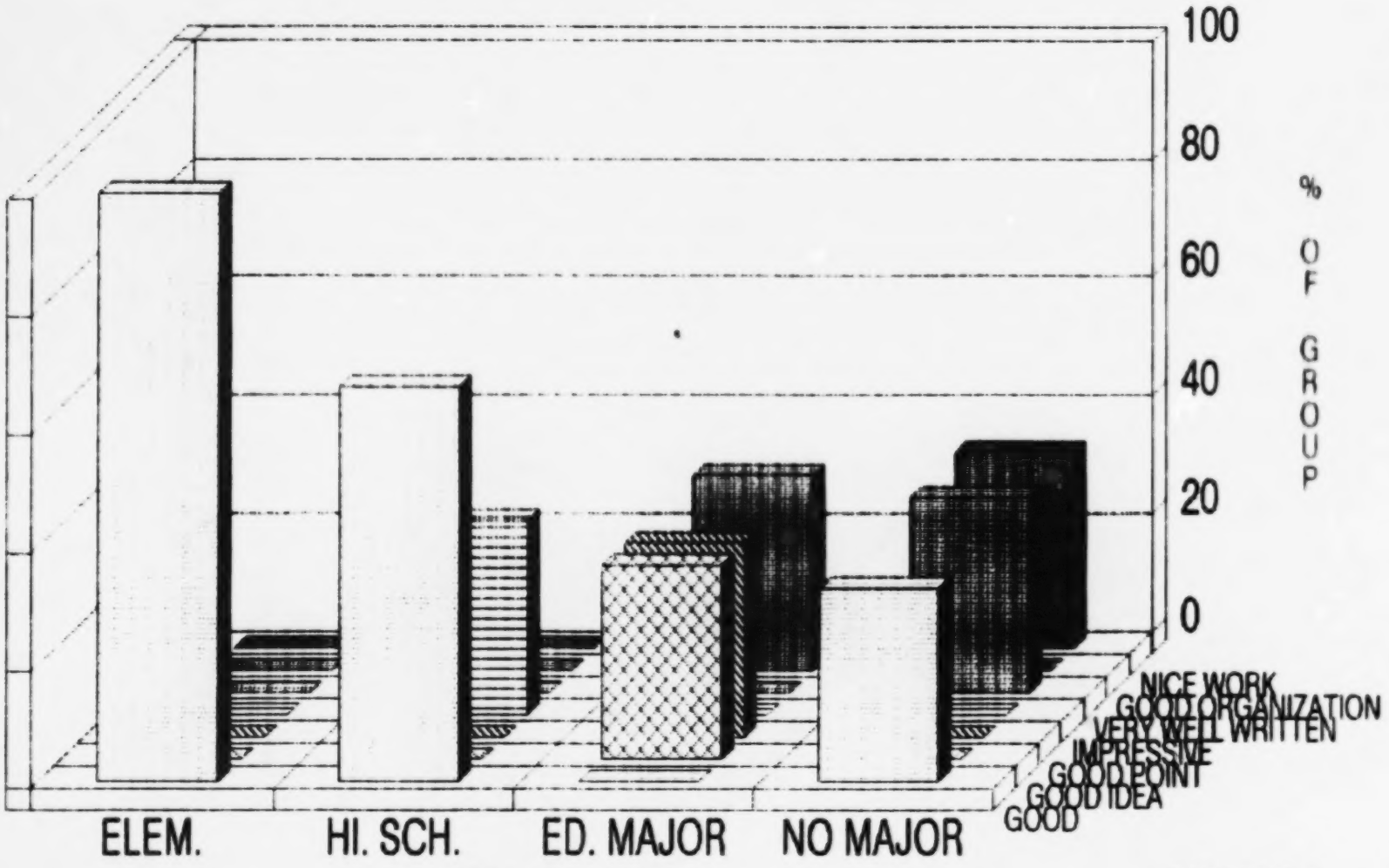

FIGURE 6

WHAT ARE SOME TEACHER WRITTEN COMMENTS THAT HAVE DISCOURAGED YOU?

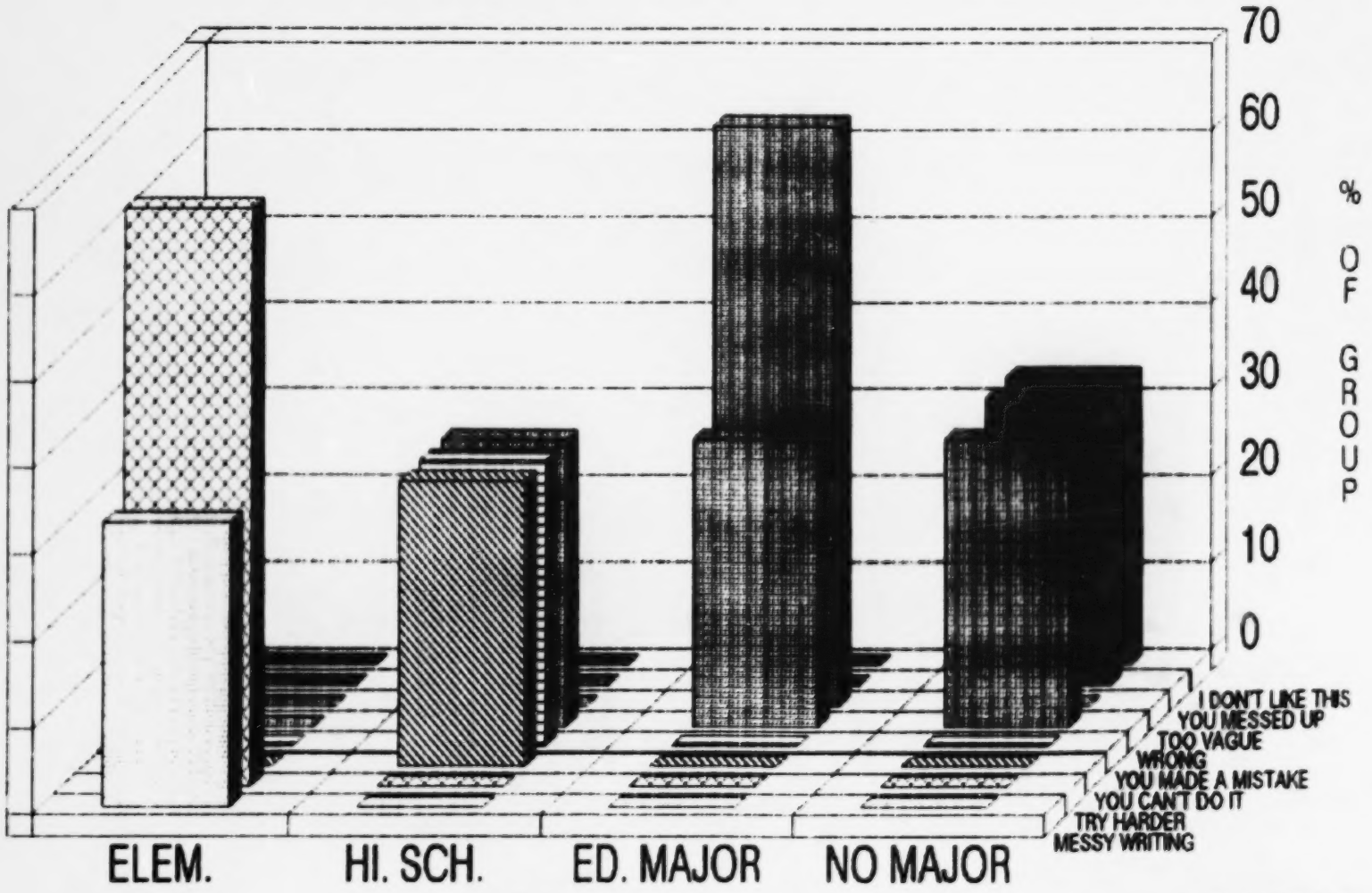

FIGURE 7

DO YOU FEEL THE TEACHERS' WRITTEN COMMENTS PROVIDE ENOUGH INFORMATION?

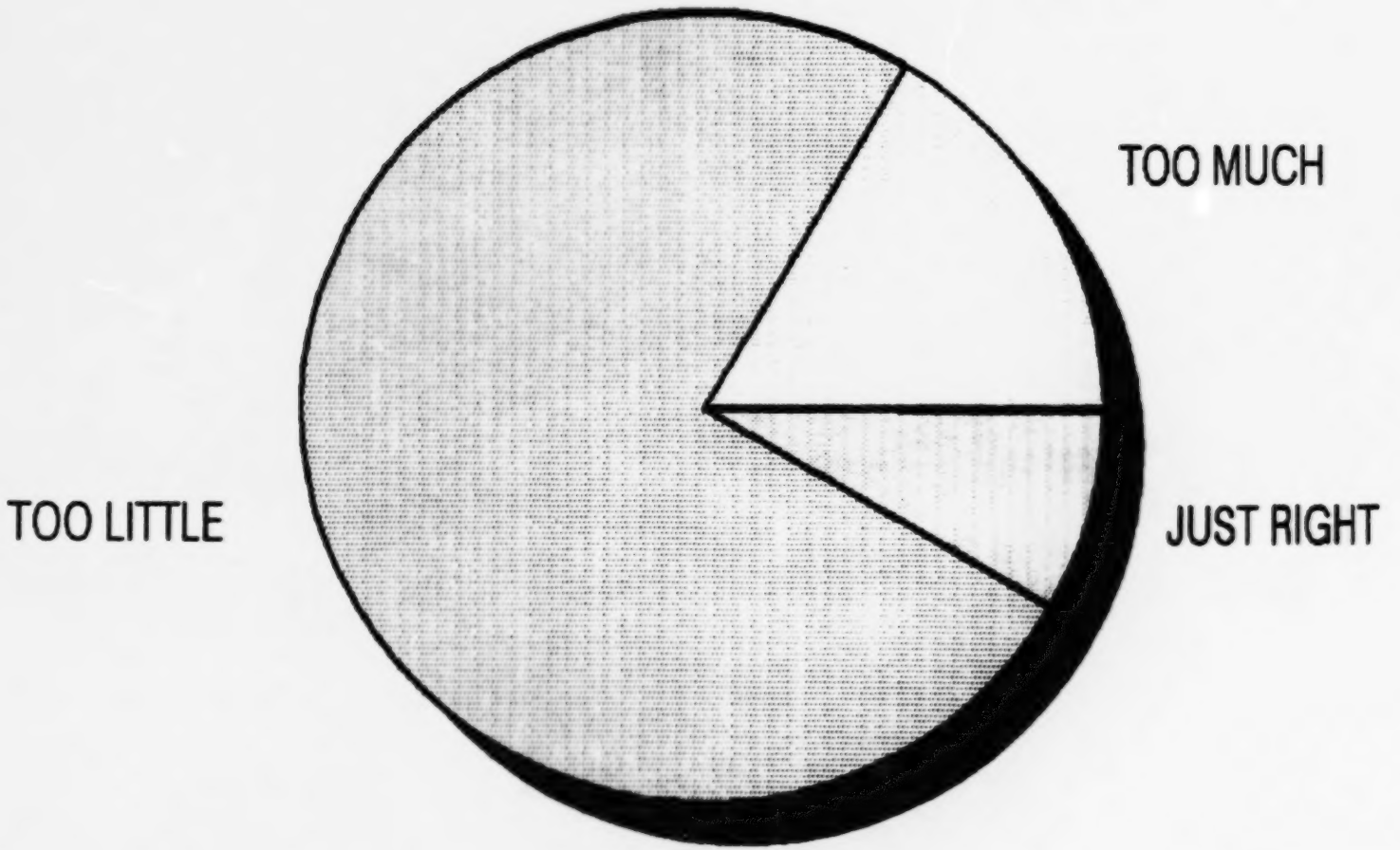

FIGURE 8

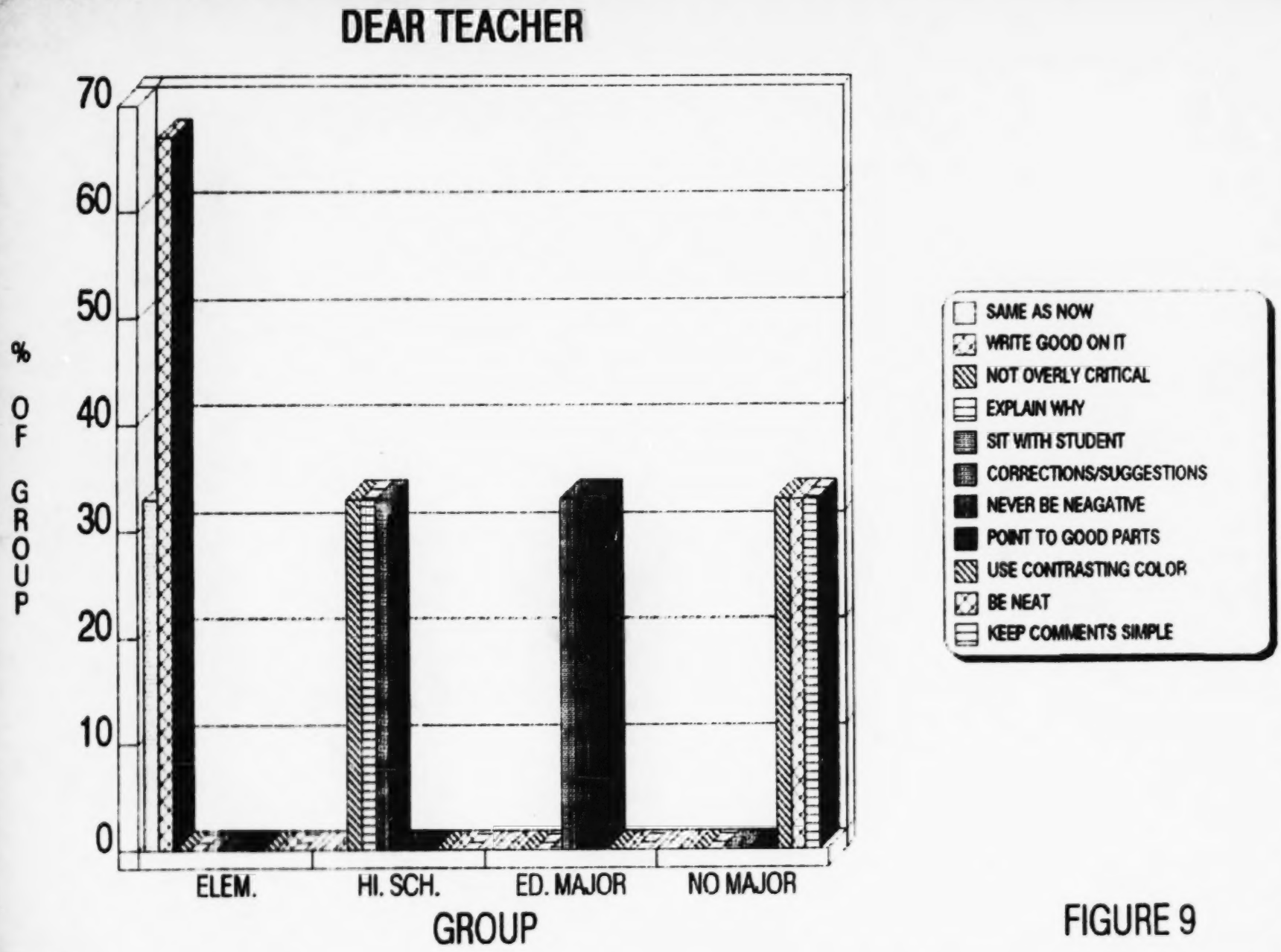
DEAR TEACHER
70
60
50
40
30
20
10
0
% OF GROUP
ELEM.
HI. SCH.
ED. MAJOR
NO MAJOR
GROUP
SAME AS NOW
WRITE GOOD ON IT
NOT OVERLY CRITICAL
EXPLAIN WHY
SIT WITH STUDENT
CORRECTIONS/SUGGESTIONS
NEVER BE NEAGATIVE
POINT TO GOOD PARTS
USE CONTRASTING COLOR
BE NEAT
KEEP COMMENTS SIMPLE

FIGURE 9